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ABSTRACT

A model for an accountable guidance program, this plan presents realistic performance goals for the practicing counselor, for school administrators, for parents, and for teachers. As their contribution to accomplishing the school's goals for its students, the counselors accept several very general responsibilities: (1) to provide every student with prescribed opportunities; (2) to provide every parent with certain pre-determined services; (3) to provide every teacher with certain guidance consultative services; and (4) to provide the administration with accountable feedback. The bulk of the plan, however, is comprised of specific behavioral objectives for all the parties involved--counselors, students, parents, teachers, and administrators. Exemplary forms of the records appropriate to the objectives are also included. (TA)

" A M E G O "

Accountable Management For Effective Guidance Operations

(A Model for Organizing the Work of Counselors

to Facilitate Accountability . . . . .)

Prepared for the Use of Counselors in the Field

By

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AN ACCOUNTABLE GUIDANCE PROGRAM

A Plan For Organizing The Work Of Counselors To Help The School Accomplish Its Goals For Youth

Through:

- More Efficient Management Of Time And Function.
- More Direct Assistance To People We Serve.
- More Systematic Goal-Performance Accounting.

A Plan For Insuring Every Student An Opportunity:

- To Be Successful In School.
- To Make Progress Toward His Goals.

A Plan That:

- Uses Existing Staff.
- Uses Staff Performance Goals.
- Uses Individual Student Progress Evaluation.
- Uses Both Group And Individual Programs.
- Uses System For Auditing Results Achieved.

A Plan That Depends Upon:

- Leadership And Support.
- Total Staff Cooperation.
- Communication With All Concerned.

REALISTIC PERFORMANCE GOALS FOR DELIVERY BY COUNSELORS: (PART II)

As members of the school staff team, and as professional counselors, we accept the responsibility for providing the following opportunities and guidance services, as our contribution to accomplishing the school's goals for its young people:

1. Provide every STUDENT with prescribed opportunities!
2. Provide every PARENT with certain pre-determined services!
3. Provide every TEACHER with certain guidance consultative services!
4. Provide the ADMINISTRATION with accountable feedback!

R E S U L T S I N M O R E

D I R E C T A S S I S T A N C E T O T H E

P E O P L E W E S E R V E

PART II GUIDANCE PERFORMANCE GOALS FOR COUNSELORS:

1. See that each student is provided the following services:

   a. At least one group session devoted to an introduction to the counseling staff, its facilities, its resources, its program of services, and methods of reaching counselors.

   b. A minimum of one clock hour of personal counseling time during the school year.

   c. At least one group session devoted to a discussion of study skills, and a written plan for succeeding in school studies.

   d. At least one group session devoted to a discussion of job-finding and related interview skills, and a written plan for succeeding in implementing job-seeking procedures.

   e. At least one group session devoted to a discussion of goal-setting and decision-making, and a written plan for succeeding in applying these procedures to one's entire life style.

   f. At least one group session devoted to a discussion of how the world of work is organized and structured; and a written portfolio to assist in exploring career opportunities in the community, and in making effective career plans.

   g. At least one group session devoted to a discussion of effective interpersonal relationships, and a written portfolio of strategies for maintaining good human relations.

PART II GUIDANCE PERFORMANCE GOALS FOR COUNSELORS:

h. At least one individual and one group session devoted to a personal assessment and review of his strengths, limitations, concerns, interest and progress toward his educational, career and personal goals, including up-dating a copy of the student's personal "assessment profile."

i. At least one group session devoted to a discussion of educational planning procedures and opportunities, and a written plan for implementing these into his goal-setting and goal-facilitating activities.

j. At least one group session and one personal session devoted to the location and use of educational, career and personal-social guidance resource information, including personalization of such information; and a portfolio personalized designed to help him explore and study the information needed for him to reach his goals.

k. At least one opportunity to participate in a structured workshop designed to assist him in eliminating any self-defeating attitudes or behaviors which may be interfering with reaching his goals.

PART II GUIDANCE PERFORMANCE GOALS FOR COUNSELORS:

2. See that each parent (family) of an enrolled student has an opportunity to:

a. Be personally informed about his child's

(1) Program

(2) Performance and progress

(3) Goals

(4) Attitude and behavior affecting his progress

(5) Opportunities, guidance services, personnel and material resources available to each student

b. Attend at least one group session devoted to a discussion of the guidance services available and methods for helping the student take advantage of them.

c. Personally confer with a counselor his child's progress, involving a minimum of one-half hour of personal counselor's conference time.

PART II GUIDANCE PERFORMANCE GOALS FOR COUNSELORS:

3. See that <u>each</u> <u>teacher</u> of the school's staff has an opportunity to:

   a. Attend at least one guidance-initiated group session devoted to a discussion of:

      (1) Guidance personnel and their functions.

      (2) Services and resources available to them.

      (3) Procedures for utilizing them.

   b. Attend at least one group session devoted to a discussion of:

      (1) Self-concept as related to school success.

      (2) Appraisal procedures and the effective use of such data.

      (3) Educational planning opportunities and procedures.

      (4) Career planning opportunities and procedures.

   c. Personally consult with a counselor about the progress of any student he has in class, or is otherwise responsible for; and to request and receive whatever help is available in facilitating the student's progress toward appropriate goals.

PART II GUIDANCE PERFORMANCE GOALS FOR COUNSELORS:

4. See that the administration of the school be provided with:

   a. An accurate and meaningful explanation of the organization of the guidance program, and procedures for implementing them.

   b. A meaningful evaluation report of the counseling staff.

   c. A meaningful annual report of guidance services rendered in fulfillment of the pre-determined performance goals.

   d. Regular, periodic research reports relating to:

      (1) Student progress in courses, with guidance recommendations.

      (2) An analysis of the student body's and its community's composition, with guidance recommendations for educational practice.

      (3) The school's graduates and follow-up data, with guidance recommendations.

      (4) The school's dropouts and follow-up data, with guidance recommendations.

5. Hold the administration, teachers and parents responsible for being accountable for accomplishing their guidance-related goals.

GUIDANCE PERFORMANCE GOALS FOR ADMINISTRATION (PART III)

Support the work of counselors by:

1. Providing the time, space and mobility to enable them to be effective in performing the guidance services needed.

2. Helping to communicate to parents, other school staff members and students the work of the counselors, the guidance services and resources available to them, and procedures for making the best use of them.

3. Providing adequate clerical assistance so that counselors may perform the guidance services a school should perform.

4. Utilizing counselors for functions integral to guidance services, and not permitting assignments to unrelated duties.

5. Employing only fully qualified, competent, certified professional school counselors to provide guidance services.

6. Holding the counseling staff responsible for being accountable for accomplishing its goals.

GUIDANCE PERFORMANCE GOALS FOR PARENTS (PART III)

Support the work of the school staff by:

1. Conferring with them when their children are experiencing difficulties in making reasonable school progress.

2. Positively supporting the school's mission and goals for students, and communicating this support to their children.

3. Sharing the responsibility for assisting students in exploring, making and implementing their educational and career plans.

4. Actively participating in school-initiated programs designed to assist parents in being better informed about the school's goals and programs for young people, or in helping them with problems children may have in school.

5. Providing for the good physical and mental health of the children they send to school each day.

6. Holding the administration, teachers, and counselors responsible for being accountable for accomplishing their guidance-related goals.

GUIDANCE PERFORMANCE GOALS FOR TEACHERS (PART III)

Support the work of counselors by:

1. Consulting with them about students having acute problems which affect their school progress.

2. Relating the subject field to the work world and its career opportunities on a regular on-going basis.

3. Providing time for counselors to present guidance-related programs to students.

4. Sharing the responsibility for assisting students in exploring, making and implementing their educational and career plans.

5. Following through in discussing with students the concepts or topics which are introduced by counselors as the content of regular group guidance programs.

6. Informing students about the work counselors do, the guidance services and resources available to them, and an explanation of how these services may be obtained.

GUIDANCE PERFORMANCE GOALS FOR TEACHERS (PART III)

Support the work of Counselors by: (continued)

7. Striving to meet the affective, as well as the cognitive needs of students, with particular attention to helping each student develop a positive self-concept.

8. Striving to see that each student experiences regular success in class, makes reasonable progress in school, and does not fail in human spirit.

9. Holding counselors, the administration and parents responsible for being accountable for accomplishing their guidance-related goals.

(PART IV)

Student's Name: _____

Grade: 7-8-9 1971 - 1974

STUDENT VOUCHER CARD

The above named student is entitled to the following minimum guidance services at: (School) _____

- NAMES OF COUNSELORS:

  1. _____ *(assigned to you)
  2. _____
  3. _____

- PERSONAL COUNSELING TIME:
  (one hour per year-minimum)
  - 7th _____ _____ _____
  - 8th _____ _____ _____
  - 9th _____ _____ _____

- GROUP ORIENTATION SESSIONS:
  (one each year)
  - 7th _____
  - 8th _____
  - 9th _____

- GROUP EDUCATIONAL-PLAN SESSIONS
  (one each year-minimum)
  - 7th _____ _____
  - 8th _____ _____
  - 9th _____ _____

- STUDY SKILLS AND ORGANIZATION UNIT:

- GROUP CAREER-PLAN SESSIONS:
  (one each year-minimum)
  - 7th _____ _____
  - 8th _____ _____
  - 9th _____ _____

- PERSONAL ASSESSMENT REVIEW:
  (two each year-minimum)
  - 7th _____ _____
  - 8th _____ _____
  - 9th _____ _____

- DECISION-MAKING UNIT:

- JOB-FINDING UNIT:

- GUIDANCE INFORMATION: (options)

Educational	Career
•	•
•	•
•	•
•	•
•	•

PERSONAL ASSESSMENT PROFILE: (PART IV)

Evaluation Scale	Academic Progress	Program of Studies	Educational Plans-Goals	Ca Pl
• Whatever system is meaningful to the student	• Various curricular areas	• Realistic • Related to goals • Broadening • Satisfactions	• Tentative plans • Knowledge of options • Completing needed steps	• Tentative plans

The personal record of:

_____

Assessment Poi

	Sem.1
Grade 7	
8	
9	
10	
11	
12	

Personal Qualities and Values	Career Plans-Goals	Educational Plans-Goals	Problem of Concerns
• Work organization • Interpersonal relations • Self-concept • Responsibility for self • Coping skills • Decision-making skills • Productivity • Desire-motivation • Integrity • Participation	• Tentative plans • Knowledge of options • Completing needed steps	• Tentative plans • Knowledge of options • Completing needed steps	• Satisfactions

Assessment Points:

	Sem. 1	Sem. 2
Grade 7		
8		
9		
10		
11		
12		

Goal Commitments:

Educ.	
Career	

GUIDANCE PROGRAM LOG: (A Record of Guidance Function

	YEAR	
	Week 1	Wee
1. Staff Professional Upgrading Training Sessions:		
2. Staff Planning Sessions:		
3. Group Consultation Sessions: a. Teachers b. Parents		
4. Student Group Sessions: a. Orientation b. Educational Planning c. Career Planning d. Personal-Social Development		
5. Student Testing Sessions: a. Group b. Individual		
6. Individual Counseling Sessions:		
7. Individual Consultation Sessions.		

rd of Guidance Functions Performed) (PART V)

	YEAR:	MONTH:			
	Week 1	Week 2	Week 3	Week 4	TOTALS
g					
s:					
pment					
ions:					
ssions.					

TEACHER VOUCHER CARD SYSTEM: (PART V)

Name of Teacher	Room	Individual Consultations	Group In-Service Sessions	Gr in St
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Counselor's Name: _____

Year: _____

Month: _____

ıdual ıtations	Group In-Service Sessions	Group Meetings with Students	Personal Visit/ Contact

PERSONAL CONTACT LOG: (PART V)

COUNSELOR: _____

NAME OF CONTACT:	TYPE:				PURPOSE:				
	S	T	P	O	C	D	E	G	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
TOTALS:									

KEY:
S- Student
T- Teacher
P- Parent
O- Other

KEY:
C- Career Plan
D- Displ. Ref.
E- Educ. Plans
G- Grades
O- Oth. Sch. B

(PART V)

COUNSELOR: _____ WEEK OF: _____

	TYPE:				PURPOSE:									
	S	T	P	O	C	D	E	G	O	P	PC	T	TC	R
LS:														

KEY:
- S- Student
- T- Teacher
- P- Parent
- O- Other

KEY:
- C- Career Plans
- D- Displ. Ref.
- E- Educ. Plans
- G- Grades
- O- Oth. Sch. Bus.
- P- Personal Prob.
- PC- Parent Conf.
- T- Testing
- TC- Teacher Consl.
- R- Referral

RECORD OF FOLLOW-UP CONTACTS: (PART V) MONTH:

	LETTER	PERSONAL	GROUP	TELEPHONE	HOME
GRADUATES:					
a. Junior High to Senior High					
b. Post-secondary					
DROPOUTS:					
NEW STUDENTS:					
a. Move-ins					
b. Transfers					
c. From feeder schools					
1. Elem. to Junior High					
2. Junior High to Senior High					

LETTER CONTACT
PERSONAL SCHOOL CONTACT
GROUP CONTACT
TELEPHONE CONTACT
HOME CONTACT

PROGRAM EFFECTIVENESS FEEDBACK (PART V)

W E L C O M E T O T H E

S O U T H S I D E H I G H S C H O O L

G U I D A N C E S E R V I C E C E N T E R

In order to continuously improve the quality of our guidance service, would you please fill out this card and drop it in the box provided in the Center.

* * * * * * * * * * * * * * * * * * *

Were you treated courteously? _____

Was a sincere effort made to assist you? _____

Will you return again if you need assistance? _____

Comments: _____

COUNSELOR'S TIME-FUNCTION UTILIZATION ANALYSIS: (PART V

FUNCTION:	TIME:
Student Counseling Sessions:	
Teacher Consultation Sessions:	
Parent Conference Sessions:	
Group Sessions:	
Appraisal Program:	
Orientation Program:	
Planning, Organization, Coord.:	
Community Relations:	
Follow-up Program:	
Guidance Staff Up-grading:	
Student Accounting:	
Communications:	
Mobility (travel):	
Crisis Situations:	
Research and Program Dev.:	
Program Evaluation:	

TION UTILIZATION ANALYSIS: (PART VI)

ssions: Sessions: sions: n, Coord.: ding: Dev.:	TIME:	Junior High: (7-9) Enrollment: 900 Instructional Staff: 40 Days: 180 Counselor Time: 8½ hrs. Counselor Load: (each) 300 students 300 families 13+ teachers Total Hours: 1,530 each

COUNSELOR COMPETENCY ANALYSIS (PART VI)

SOME EVALUATION MODELS:

"Profile Areas For Selection of School Counselors" (Sa

"Counselor Evaluation Rating Scale" (Myrick and Kelly)

"Sixteen Personality Factor Questionnaire" (Wittmer)

"The Effective Counselor" - A Self-Improvement Evaluat

"Performance Evaluation and
Responsibilities of an Effective Counselor" (ASCA

COUNSELOR: _____

COMPETENCY AREAS:	ASSESSMENT POINTS: 1 2 3	EVAL Inco
Counseling process		
Consulting process		
Conferring process		
Program management process		
Group work process		
Information process		
Human relations process		
Appraisal process		
Evaluation (program) process		
Research-development process		
Resource-technology process		
Professional development		
Community relations process		
Placement process		1

IS (PART VI)

ion of School Counselors" (Salim, Leonard and Heinrich)

ing Scale" (Myrick and Kelly)

or Questionnaire" (Wittmer)

- A Self-Improvement Evaluation Guide (Baugh)

nd
Effective Counselor" (ASCA Model)

LOR: _____ YEAR: _____

ASSESSMENT POINTS:	EVALUATION:
1 2 3	Incompetent Competent
	1 2 3 4 5 6 7 8 9

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